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ABSTRACT

Information and examples are provided to assist instructors in the construction of learning activity packages (LAP's). For each of the following LAP components, a statement of purpose and examples are presented: (1) the cover sheet, which should detail the instructional area and unit, prerequisite LAP's, LAP number, and program and college logo; (2) statement of the purpose (terminal objective) and specific objectives of the LAP; (3) a list of learning steps; (4) an optional preassessment of student entry performance; (5) information sheets providing the information needed by students to fulfill the specific objectives of the LAP; (6) assignment sheets; and (7) a post-assessment of student performance on terminal specific objectives. A glossary of terms is included. (AYC)

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CONSTRUCTION OF THE TYPICAL
LEARNING ACTIVITY PACKAGE AT LRCC

from

"CBE from A to Z"
A Workshop and a Manual
Presented by Bill Griffin
Instructional Development Specialist

Lake Region Community College
Devils Lake, North Carolina
May 18, 1982

JC 850 429

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CBE from A to Z
A WORKSHOP 5-18-82

AT LRCC THE TYPICAL
LEARNING ACTIVITY
PACKAGE WILL HAVE:

1. Cover Sheet
2. Specific Objectives
3. Learning Steps
4. Preassessment (optional)
5. Information Sheets
6. Assignment Sheets
7. Postassessment

• LRCC Learning Activity Package (LAP)

1. COVER SHEET

- A. Instructional Area
- B. Instructional Unit
- C. Prerequisite Lap(s)
- D. Lap Number
- E. Program Logo
- F. College Logo

SIDE OF THE COVER SHEET

- 1. Lap Number
- 2. Course Code

2. Specific Objectives

- A. Purpose
- B. Specific Objectives

- LRCC uses an adaption of the Oklahoma Model and the 916 Model. Information presented here applies to both models, but leans more toward the Oklahoma model. For more information on the adaption of 916 see the business and education folks: Frank, Ray, or Janet.

Learning Activity Packages

1. COVER SHEET

Purpose: The cover sheet provides basic information that the student needs to be able to complete the objectives of the unit of instruction.

EXAMPLE: American History

Instructional Area: American History 104

Instructional Unit: Reconstruction

Prerequisite Lap(s): None

Lap Number: FR-01

Program Logo:



College Logo:



Lap Number (side heading): FR-01

Course Code: AMH

Learning Activity Packages

2. SPECIFIC OBJECTIVES

Purpose: To inform the student to exactly what is to be taught in the unit and what is expected of him/her.

Purpose: Can also be called the terminal objective, provides the student with the performance expected from going through the unit of instruction and the condition which the student must meet to be considered competent.

EXAMPLE: Shielded Metal Arc Welding

Purpose: After completion of this unit, the student should be able to name three kinds of arc welders, distinguish between straight and reverse polarity, and select the correct electrode for the job. He/She should be able to demonstrate the ability to start, stop, and restart a bead, construct a pad in a flat position, and construct a square groove butt weld. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

Specific Objectives

1. Match Terms associated with shielded metal arc welding with the correct definition.
8. Name four common types of electrodes.
18. Identify the parts of the welding process when presented a drawing of the process.
22. Demonstrate the ability to perform the following tasks: (1) Start, stop, and restart a bead, (2) Ect (3) Ect

Learning Activity Packages

3. LEARNING STEPS

Purpose: To guide the student through the the unit of instruction. The learning steps can be viewed as a type of road map to meet the specific objectives of the Lap.

The Learning Steps feature items like the following: Read, See Instructor, Do, Take, View, Listen.

EXAMPLE: Welding

- | | |
|-------------------|---|
| _____ 1. Read | Unit and Specific Objectives.
Pages 1-E. -Oklahoma- |
| _____ 2. Study | Information Sheets - Pages
5-E-13-E. Study transparencies
TM 1, 2, 3, 4, 5, 6. -Oklahoma- |
| _____ 5. Watch | Topic 1 Film-Tape Presentation -
Arc Welding Introduction. |
| _____ 17. Observe | Instructor demonstrate welding
a weave bead in flat position. |

EXAMPLE: American History

- | | |
|-----------------|---|
| _____ 1. Read | Morison. <u>The Oxford History
of the American People.</u> pages
80-103 |
| _____ 6. Listen | Instructor's lecture tape Fr-01-
04. |
| _____ 10. Take | Take your lap test and make 85%
or better. If you make 85% or
better, request the next lap, |

Learning Activity Packages

4. PREASSESSMENT (optional)

Purpose: Preassessment is useful in determining student entry performance and provides a means for "testing out" of the lap if the student can demonstrate mastery. Student instructions and an assessment form with explicit criteria are placed here to ensure that there is no question about what constitutes mastery.

At the present moment, little is being done with preassessment at LRCC or at least I am unaware of it if it is. As we gain more experience with CBE, we should give more thought to preassessment. Bob Patton suggests that the preassment be the same instrument that one uses for postassessment.

I would be glad to work with anyone interested in including preassessment into their CBE program.

Learning Activity Packages

5. INFORMATION SHEETS

Purpose: To provide needed information to the student to meet the specific objectives of the lap.

EXAMPLE: Mechanical Drafting (916 Model)

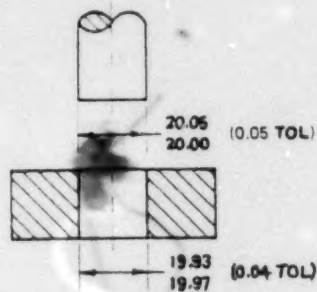


FIG. 14-15 Basic shaft system for tolerancing

Figure 14-4). One advantage of using the basic hole system is that hole cutters such as drills, reamers, and broaches are manufactured to standard sizes. Also, external mating parts can be machined more easily than internal openings. Another advantage is the ease of checking hole size with a standard hole

gauge. These advantages make the basic hole system of design more efficient than the basic shaft system.

Basic Shaft System

The basic shaft system of design uses the basic dimension of the shaft itself as the first limit dimension (Fig. 14-15). This system is efficient when several different items such as bearings or collars with different classes of fit are to be used on the shaft.

Accumulative Tolerances

Since each dimension has a tolerance, it is important not to allow these tolerances to build up and accumulate a large total tolerance (Fig. 14-16). The best method to control a string of dimensions is with a datum as shown in Figure 14-17.

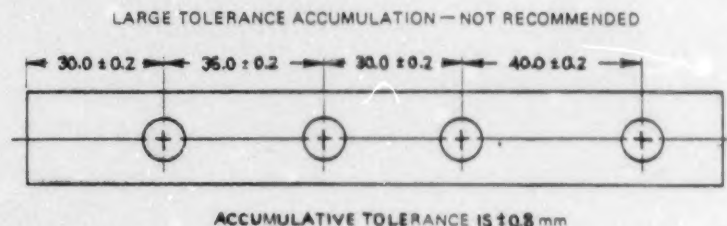


FIG. 14-16 A large tolerance accumulation

Learning Activity Packages

EXAMPLE: American History Since 1877 (Oklahoma Method)

5. INFORMATION SHEETS

INFORMATION SHEET FR-001-05

I. INTRODUCTION

After the election of 1866, the Radicals pushed through their program despite Johnson's resistance. The President's vetoes were easily overridden, but the Radicals were not satisfied: they were determined to deprive the President of some of his powers, and even to try to oust him from office. The Radicals claimed, and many apparently believed, that Johnson was a traitor who was trying to put the South back in control of the federal government. This claim was nonsense; we have already seen what Johnson's real aims were.

II. THE RADICALS' IMPEACHMENT OF JOHNSON

- A. The Tenure of Office Act, passed in March 1867, was designed to prevent the President from removing Radicals and friends of the Radicals from office. The act made it a "high misdemeanor" for the President to remove a civil officer without the consent of the Senate. A provision specifically including Cabinet officers under the act was designed to protect Edwin M. Stanton, Secretary of War since 1862, who had remained in the Cabinet, long after most other Lincoln appointees had resigned, to act as a spy for the Radicals.
- B. Not satisfied with limiting the President's powers, the Radicals determined to impeach and remove him. In January 1867, a Radical resolution directed the House Judiciary Committee to investigate accusations against the President. The Radicals even hired Pinkerton detectives to seek evidence for an impeachment case.
- C. Johnson had opposed the Reconstruction Acts, but after they had been passed over his veto he administered them zealously, and thereby deprived the Radicals of the opportunity to impeach him for nonenforcement.
- D. The President's decision to remove Stanton gave the Radicals the opportunity they had been waiting for.
 1. Johnson asked for Stanton's resignation in August 1867. The Secretary refused to resign, so the President suspended him and appointed General Grant as Secretary of War *ad interim*.
 2. When Congress reconvened, in December 1867, the Senate rejected Johnson's request for a confirmation of the suspension. At this juncture, Grant violated an agreement made with Johnson by turning the office back to Stanton, thus precluding a court test, which the President desired because of his conviction that the Tenure of Office Act was unconstitutional (which the Supreme Court in 1926 held it to be).
 3. Johnson again attempted to remove Stanton, and though the Secretary successfully resisted, the Radicals now moved to impeach Johnson. The impeachment charges, drawn up by the House, totaled 11; 9 of them had to do with the President's violation of the Tenure of Office Act, upon which the Radicals based their case.

Learning Activity Packages

6. ASSIGNMENT SHEETS

(916 Model called Worksheets)

Purpose: To provide a means for the student to check his/her mastery of the specific objectives and to provide the instructor a means for evaluation of the student's progress.

EXAMPLE: American History

ASSIGNMENT SHEET SR-06-01

PLEASE WRITE YOUR ANSWERS ON A SEPARATE SHEET OF PAPER

1. Write a paragraph outline about how World War I started in Europe.
2. List four events from January to March, 1917 which lead the United States into World War I.
3. List two mobilization steps taken by the United State upon entering World War I.
4. What was the effect of the American entry into the war. (three sentences)
5. List six of the main ideas behind the "Fourteen Points."
6. The Treaty of Versailles (1919)
 - (A) List the terms for Germany
 - (B) List the four major parts of the League of Nations
7. List the four groups who opposed Wilson at home after the War.
8. List eleven consequences of the first World War.
9. According to Billington, there were five major reasons why the United States fought in World War I: List all five.
10. List the three groups that prevented the United States from joining the League of Nations.
11. In Van Deusen and Bass, it is stated that..."given the circumstances existing at the beginning of 1917...the Germans had three alternatives." List all three. Which did they do?
12. Is there reason to believe that Wilson ever favored Germany over Britain? Explain. (one paragraph)

Learning Activity Packages

6. ASSIGNMENT SHEETS (Example of 916 Worksheet)

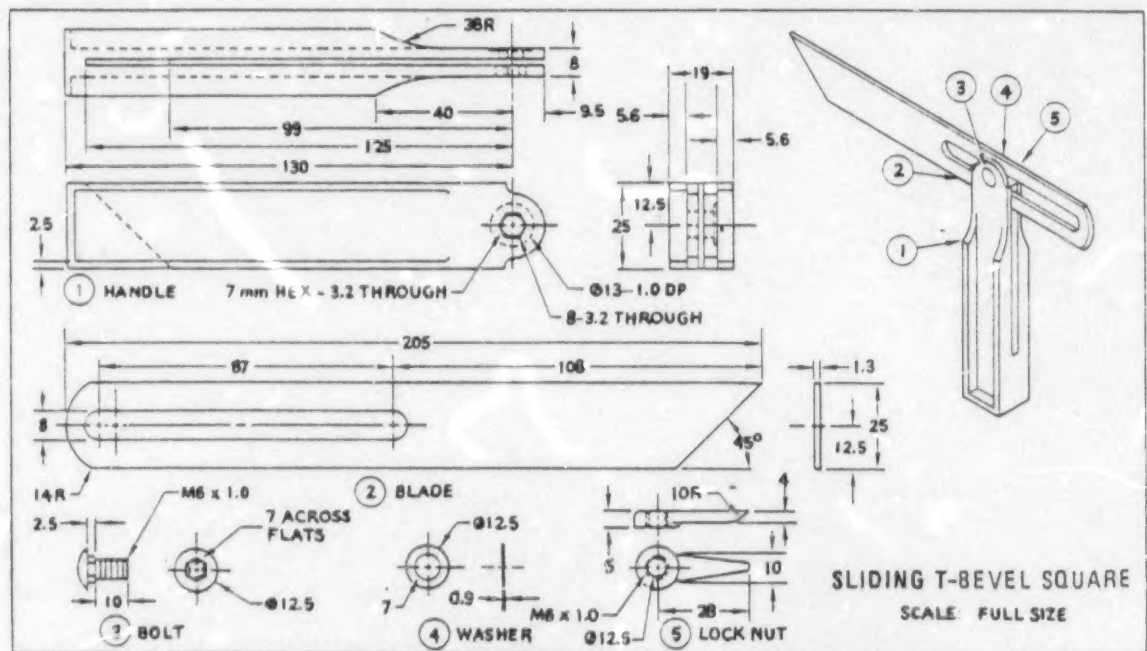
EXAMPLE: Drafting



WORKSHEET #1

900-964-169

Directions: Prepare a complete detail drawing of each component of the sliding T-bevel square, as well as an assembly drawing of the unit. All dimensions are to be in millimeters and toleranced where necessary.



Dept	Prog	Task	TPO	MP0
900	964	169	169	004

1/10/79 ms

Learning Activity Packages

7. POSTASSESSMENT

Purpose: Quite similar to the preassessment and in many cases, may be exactly the same. The postassessment focuses on the performance and terminal specific objectives. An assessment form is used to determine whether or not the objective has been met or an exam that is based on the specific objectives is offered to the student to determine mastery.

EXAMPLE: Welding

SHIELDED METAL ARC WELDING UNIT I

TEST

1. Match the terms on the right with the correct definition.

- | | |
|--|-------------------------------|
| _____ a. The exposed surface of a weld, made by an arc or gas welding process on the side from which welding was done | 1. Whipping |
| _____ b. An arc welding process wherein metals are united by heating with an electric arc between a coated metal electrode and the metal | 2. Shielded metal arc welding |
| _____ c. A depression at the termination of a weld | 3. Weld metal |
| _____ d. The flow of electric current from the tip of the electrode to the base of the metal being welded | 4. Arc |
| _____ e. The distance from the end of the electrode to the point where the arc makes contact with work surface | 5. Weaving |
| | 6. Electrodes |
| | 7. Undercut |
| | 8. Base metal |
| | 9. Puddle |
| | 10. Arc length |
| | 11. Tack weld |
| | 12. Crater |

Learning Activity Packages

7. POSTASSESSMENT

EXAMPLE: History of the American Wars

HISTORY 299

LAP TEST SR-03 (A) Test
The War of 1812

NAME _____

LISTING (5 points each)

List the two basic causes of the War of 1812.

1 _____

2 _____

List the three major terms of the "Treaty of Ghent".

1 _____

2 _____

3 _____

List the three countries that the War Hawks wanted in a triangular war.

1 _____ 2 _____

3 _____

TRUE/FALSE (5 points each)

____ 1. Oliver Perry was a British army officer that was responsible for the burning of the national capital.

____ 2. Henry Clay and John C. Calhoun were War Hawks.

Performance Terms

Name - supplies a name for objects, events, or people

Synonyms: label, list, letter, record, reiterate, repeat, write

Apply a Rule - supplies an answer to a problem by using a stated relationship or principle

Order - arranges three or more objects or events in a sequence based on a stated property

Synonyms: arrange in order, sequence, list in order, classify, divide, isolate

Identify - selects a named, described or pictured object by pointing to it, touching it, picking it up, or selecting it

Synonyms: select, mark, match, choose, judge

Describe - relates sufficient characteristics/properties of an object or event so that a second individual can state what is being discussed

Synonyms: define, discuss, interpret, recite, tell how

Construct - makes a physical object, a verbal statement or a drawing

Synonyms: draw, make, build, design, formulate, reproduce, transcribe, convert, compile

State a Rule - communicates a relationship or principle which could be used to solve problems or perform a task

Distinguish - selects an object or event from two or more which are easily confused

Synonyms: discriminate, differentiate

Demonstrate - performs several operations necessary to carry out a specified process

Synonyms: show your work/ procedure, perform an experiment/the steps, operate, remove, replace, turn off/on, (dis) assemble, (dis) connect